DOCUMENT RESUME

ED 149 063 08 CE 014 299

TITLE Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B--Instructional Planning.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 77

NOTE 35p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

AVAILABLE FROM American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Behavioral Objectives; *Educational Planning; Individualized Instruction; *Instructional Materials; Instructional Media; *Learning Activities; Learning Experience; Learning Modules; *Media Selection; Performance Based Teacher Education; Post Secondary Education; Readability Formulas; Reading Level; Secondary Education; Teacher Education Curriculum; *Teaching Skills; *Vocational Education

IDENTIFIERS Flesch Reading Ease Formula

ABSTRACT

This fifth in a series of six learning modules on instructional planning is designed to give secondary and postsecondary vocational teachers help in selecting and obtaining the kinds of student instructional materials which support the lesson and meet the needs of students with varying reading levels or expertise in the subject matter involved. The terminal objective for the module is to select student instructional materials. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

ED149063

MODULE

B-5

Select Student Instructional Materials

MODULE B – 5 OF CATEGORY B—INSTRUCTIONAL PLANNING
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Joel H. Magisos
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

Copyright 1977 by The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until January 14, 1982. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with Department of Health, Education, and Welfare, National Institute of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

1977

ISBN: 0-914452-55-X

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, Athens, Georgia 30602, (404) 542-2586.

CE 014 299

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Ideally, when you enter a classroom armed with a completed lesson plan, you fully intend to—

- reach each student in the class
- stimulate student interest
- motivate each student to learn
- give students information relevant to their real-world needs
- achieve your lesson objectives

If it's up to just you and the lesson plan, you will probably fall short of that ideal. A teacher can't always be stimulating, motivating, relevant, and all things to all students. However, there is a wealth of help available to any teacher who will take a little extra time to look.

This help comes in the form of instructional materials—materials to use, to read, to listen to, or to view. With instructional materials to support your lesson, you can meet the needs of students with varying reading levels or with varying levels of expertise in the subject matter involved. Furthermore, materials allow students to reinforce what they have learned in the lesson, especially if their senses are involved.

In developing your skill in developing lesson plans, you probably learned that one part of the planning process is the selection of supporting materials. This module is designed to help you locate and obtain the kinds of student instructional materials which can, and probably will, add that extra thrust needed to push your lesson closer to that ideal goal.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, select student instructional materials. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in selecting and obtaining student instructional materials (*Learning Experience I*).
2. Given a case study describing one teacher's procedures for selecting and obtaining student instructional materials for a lesson, critique the performance of that teacher (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4.

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

Reference: Smith, Hayden R. and Thomas S. Nagel. *Instructional Media in the Learning Process.* Columbus, OH: Charles E. Merrill Publishing Company, 1972.

Optional

Resources (e.g., textbooks, manuals, workbooks, etc.) for which you can determine the reading level using the Flesch reading formula.

Resources (e.g., publishers' catalogues, libraries, etc.) to use in becoming familiar with available student instructional materials.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can select and obtain student instructional materials for a lesson.

A resource person to assess your competency in selecting and obtaining student instructional materials for a lesson.

This module covers performance element numbers 70–72, 75 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

Enabling Objective

After completing the required reading, demonstrate knowledge of the important considerations involved in selecting and obtaining student instructional materials.

Activity

You will be reading Smith and Nagel, *Instructional Media in the Learning Process*, pp. 3–16.

Activity

You will be reading the information sheet, Selecting and Obtaining Instructional Materials, pp. 6–13.

Optional Activity

You may wish to apply the Flesch reading formula, explained in the information sheet, to a sample text or other resource in your service area.

Optional Activity

You may wish to identify current instructional materials available for your service area.

Activity

You will be demonstrating knowledge of the important considerations involved in selecting and obtaining media and materials by completing the Self-Check, pp. 14–17.

Feedback

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 19–20.

Activity

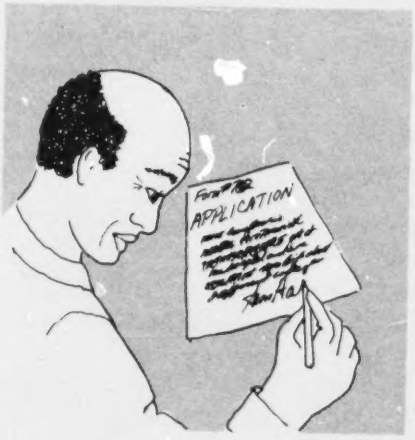
For information concerning the relationship between learning and instructional media and materials, read Smith and Nagel, *Instructional Media in The Learning Process*, pp. 3–16. In these pages, the authors present a strong (and humorous) case for the necessity of using media and materials. Using Edgar Dale's Cone of Experience as a basis, they show the importance of involving students' senses in the learning process, and illustrate how media and materials can help you to do this. Common misconceptions about media are refuted, mistaken approaches to using media are comically exposed, and generalizations about what media and materials can do for you are convincingly presented.

Activity

For information concerning the practical procedures to be followed in selecting and obtaining student instructional materials to support a lesson, read the following information sheet:

SELECTING AND OBTAINING INSTRUCTIONAL MATERIALS

Using common sense alone, you would not plan to purchase the materials for a house without having some plans or a blueprint to go by, or without knowing where the house was to be built (on sand? on a hill?), or without knowing the needs of the people whose house it would be. Selecting student instructional materials starts with that same kind of common sense.



First, you must have a plan. Your lesson plan should include subject matter content, and goals and objectives to be reached. This will **dictate** the use of certain basic materials, and can **suggest** the use of others. For instance, a teacher whose lesson objective is "to have students successfully complete several types of job application forms" will undoubtedly need to supply the students with application forms—pencils, too, for the students who never have them.

The second point involves those pencils. To determine what materials are needed, you need to know your students. What are their interests, their needs, their abilities? Just as there's more than one way to skin a cat, there's more than one way to approach the same content via different points of interest and need. A student who is working in his/her father's business, which he/she will someday take over, may not want nor need to know how to complete an application form. However, he/she could be interested in knowing how to construct an appropriate application form to use for hiring purposes at his/her father's business. He/she may want to know what to look for in an applicant's completed form. By involving students in the pro-

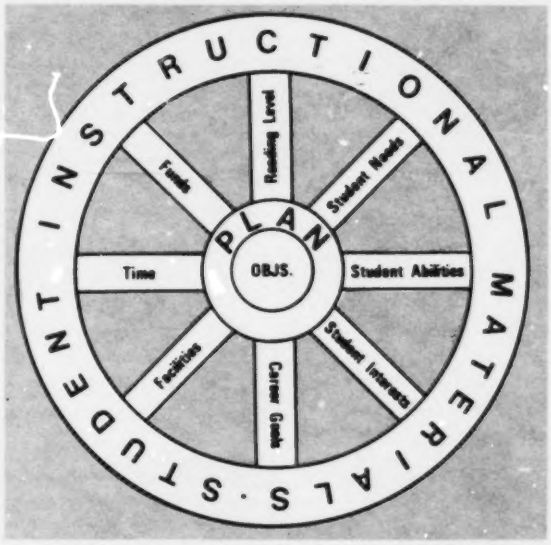
cess of selecting materials for your lessons, they can give you some indication of their special interests.[1]

In regard to student abilities, one of the prime concerns is reading level. A highly technical written explanation of how to perform a task will not help a student with a low reading level. However, that student may be perfectly capable of performing the task if given a different sort of explanation. Students' reading levels are sometimes available in their permanent records, and most texts indicate the grade level for which they are written.

A method for determining the reading level of any written material you may wish to use has been developed by Rudolf Flesch. This method involves taking several 100-word samples from a text, counting the number of single-syllable words and the number of words in an average sentence in those samples, and then using special tables to compute the reading level. A simplification of the Flesch Reading Ease Formula appears at the end of this information sheet. Other methods have been constructed by George Spache, and by Edgar Dale and Jeanne S. Chall. Still another method you may wish to check is the cloze readability procedure which has been thoroughly explained and discussed in a number of sources by John R. Bormuth.

The last preliminary item to be considered involves the kinds of constraints within which the lesson must be taught. What amount of **time** will

you have for the lesson? If you plan to devote only a two-hour block of time to the lesson, a film which takes the full two hours may not be helpful. Another time constraint to consider is called "lead time." In other words, how much time do you have until the lesson must be taught? If you wanted to teach a lesson in two days, you could not consider renting a film which had to be ordered and received via mail. What **facilities** are available to you? Using an opaque projector requires a totally darkened room. Thus, before you elect to use such equipment, you must consider if you have access to a room which meets those conditions. What **equipment** does the school have already available? A series of film loops may be ideal for a particular lesson, but if you don't have access to a film loop projector, the series will do you little good. What kinds of **funds** are available for purchasing or renting additional materials? You may find an excellent film, but if its cost involves your whole budget allotment, it would probably be wise to consider using another type of instructional material.



The process for selecting student instructional materials begins with the objectives.

1. To gain skill in determining the needs and interests of students, you may wish to refer to Module B–1, *Determine Needs and Interests of Students.*

Once you have determined (1) what you wish to accomplish, (2) the needs, interests, and abilities of your students, and (3) the constraints of time, money, equipment, and facilities, you can begin to look for the instructional materials which can help you to accomplish your goals within those limits and constraints. The following is a list of many of the instructional materials which you could consider:

Written Material
- Textbooks
- Supplementary texts
- Handbooks
- Periodicals
- Pamphlets
- Programmed materials
- Reference books
- Documents
- Clippings

Hardware
- Equipment
- Tools
- Machinery
- Computers

Audiovisual Aids
- Films
- Filmstrips
- Single concept film loops
- Television
- Radio
- Records
- Tapes, reel-to-reel or cassette
- Pictures, Drawings, Paintings
- Slides, Slide/tapes
- Videotapes, Audiotapes
- Transparencies
- Microfilms
- Maps, Globes
- Graphs, Charts, Diagrams
- Models, Mock-ups
- Posters
- Collections, Specimens
- Actual objects
- Flannel boards
- Chalkboards
- Magnetic Boards
- Flip charts

There are a number of sources for these instructional materials. You can check books and periodicals at the school library, the town library, a university library, or a district resource center. There you can find educational texts and periodicals which often include suggested materials for specific topics. Trade catalogues, publishers' catalogues, or film catalogues are another source of information about educational instructional media and materials. The state department of vocational education may also be abie to make suggestions and indicate to you materials they have produced. Colleagues in your service area, the area supervisor, or the district supervisor can usually give very specific suggestions, particularly concerning materials in your service area or locally-produced materials. Another excellent

source is business and industry; many firms have pamphlets and other materials available.

Any material that you consider using must be previewed. Even if your supervisor suggested its use and guaranteed its superiority, it may not fit your particular situation as defined by your objectives, your students, and your constraints. In addition to checking the quality and relevance of the material, a preview session gives you time to become familiar with the material and to prepare questions about it to use during class to lead class discussion.

When you are previewing materials, the kinds of questions you should be answering are based, in part, on the constraints you described initially and, in part, on some characteristics of the lesson content itself:

- Does the content match my lesson objective(s)?
- Will the material fit with the instructional method(s) I planned to use?
- Is the content up to date?. . . totally?. . . in part?
- Is the content logically sequenced?
- Is the material appropriate for the grade level of my students?
- Can each of my students handle the vocabulary used?
- Will this material motivate each of my students?
- Is this material geared to the abilities, needs, and interests of all my students? some of my students?
- Will this material fit into my time constraints?
- Do I have access to the equipment (projector, tape deck, etc.) necessary to use this material? Is it in good operating condition?
- Do I have the facilities necessary to use this material effectively?
- Do I have access to the funds necessary to purchase or rent this material?
- Is the material well produced technically? (Is the film's sound clear and audible? Is the print in the text easy to read?)
- Does the material have validity? (Does the author or producer indicate that it has been proven that it will do what it is intended to do?)

If you are looking for materials for demonstration purposes or student use such as hardware (tools and machinery) or software (consumables such as lumber, flour, typing paper, or nuts and bolts), you need to check a few additional items. These materials should be the same as those which the students would be expected to use on the job. They should be in good operating condition. With consumables, enough must be supplied to allow for a number of restarts or wastage. The degree of student participation will also indicate to you how much material or how many tools and machines you will have to have available. For example, it takes only one tool if students are to watch the teacher demonstrating a skill, but more tools are required if each student is to perform the skill independently.

Once you have previewed your initial selections, you are ready to decide which selections are appropriate and which are not. If necessary, you may have to do more searching and previewing in order to obtain the most appropriate materials. When you have made the final selection of the student instructional materials you will use for the lesson, you are ready to present your lesson as planned, making the materials available to the students.

There is, however, one last thing to remember. When you decide to teach that lesson again to another class, your materials have to be reviewed and reevaluated based on the new set of conditions: (1) different students with different needs, interests, and abilities; (2) slightly different objectives; (3) different limits of time, equipment, or facilities; and (4) if time has passed, the availability of more up-to-date materials. However, not all of your needs may be met by existing resources; it may be necessary or preferable at times to use teacher-made materials. The development of these teacher-made materials is covered in other modules in the Professional Teacher Education Module Series.[2]

2. To gain skill in preparing teacher-made materials, you may wish to refer to Module B–6, *Prepare Teacher-Made Instructional Materials* and other modules covering the use of media and materials in Category C: Instructional Execution.

SAMPLE 1

APPLYING THE FLESCH FORMULA

Follow these rules and procedures in applying the Simplified Flesch Formula.[3]

A. Selection of Samples
   1. Take enough written samples from the text to make a fair test. To make your samples random, go by a strictly numerical scheme (e.g., selecting random page numbers from a given book) rather than picking "good" or "typical" samples.
   2. Each sample should start at the beginning of a paragraph. Example: In a 152-page book, take the first paragraphs on each of pages 7, 25, 78, 122. Page numbers are chosen "blind" without looking at these pages.

B. Counting the Number of Words
   1. Start counting the words. Stop when you reach 100. You need 100 words for each sample.
   2. Count contractions and hyphenated words as one word.
   3. Count numbers and letters as words, if separated by spaces. Example: "1948" and "C.O.D." would each count as one word.

C. Counting the Number of Sentences
   1. Count complete sentences or complete units of thought. Some sentences are marked off by colons or semicolons.
   2. Don't break up sentences joined by conjunctions such as "and" or "but."

D. Figuring Average Sentence Length
   1. When using several samples, figure the average sentence length for all the samples combined.
   2. Total the number of words in all of the samples (4 samples would have 400 words) and divide by the number of sentences in all of the samples.

E. Counting the One-Syllable Words
   1. Count all the one-syllable words in all of the 100-word samples and divide the total number of one-syllable words by the number of samples.

F. Figuring the Reading Ease Score
   1. Apply the average sentence length in words and the average number of one-syllable words per sample to the Flesch Reading Ease Index Table to arrive at the reading ease index number and then use the Flesch Conversion Table to compute the estimated reading grade.

Now, consider the following example:

A. You have counted out the following 100-word sample from a text.

> You are probably familiar with three types of tape recorders: reel-to-reel, cassette, and cartridge.(1) The eight-track tape recorders which are made for use in automobiles are an example of the cartridge type.(2) Since you will probably not be working with the cartridge type in a school situation because of its limitations, the cartridge recorder will not be discussed directly in this information sheet.(3) However, the principles discussed here will generally apply to cartridge recorders.(4) The two tape recorders pictured below—the reel-to-reel and the cassette—are the machines which you will most likely be using in your classroom or laboratory.(5)

[3]Adapted from J. N. Farr, J. J. Jenkins, and D. G. Paterson, "Simplification of Flesch Reading Ease Formula," *Journal of Applied Psychology* 35 (October, 1951): 333.

You counted the number of sentences (indicated by circled numbers) and found there were five. You counted the number of one-syllable words (indicated by check marks) and found there were 64.

B. Next, you converted your "number of sentences" into "average sentence length" by dividing the total words in your sample (100) by the number of sentences (5). One hundred divided by five equals twenty (20).

C. Then you consulted the Flesch Reading Ease Index Table (a partial table follows) to determine your index number. In the line containing the Number of One-Syllable Words per Hundred Words, you located the number "64." In the column containing the Average Sentence Length, you located the number "20." The point at which the line and the column come together is "50," which is your index number.

Average Sentence Length	Number of One-Syllable Words per Hundred Words												
	84	82	80	78	76	74	72	70	68	66	64	62	60
9	94	90	87	84	81	78	74	72	68	65	61	58	56
10	93	89	86	83	80	77	73	71	67	64	60	57	55
11	92	88	85	82	79	76	72	70	66	63	59	56	54
12	91	87	84	81	78	75	71	69	65	62	58	55	53
13	90	86	83	80	77	74	70	68	64	61	57	54	52
14	89	85	82	79	76	72	69	67	63	60	56	53	50
15	88	84	81	78	75	71	68	66	62	59	55	52	49
16	87	83	80	77	74	70	67	65	61	58	54	51	48
17	86	82	79	76	73	69	66	64	60	57	53	50	47
18	85	81	78	75	72	68	65	63	59	56	52	49	46
19	83	80	77	74	71	67	64	62	58	55	51	48	45
→ 20	82	79	76	73	70	66	63	61	57	54	50	47	44

D. Finally, you consulted the following Flesch Conversion Table to convert your index number to an estimated reading grade. Since "50" is your index number, falling in the "50 to 60" range, the estimated reading level of your sample is "10th to 12th Grade."

Reading Ease Score	Estimated Reading Grade
90 to 100	5th Grade
80 to 90	6th Grade
70 to 80	7th Grade
60 to 70	8th to 9th Grade
→ **50 to 60**	→ **10th to 12th Grade**
30 to 50	13th to 16th Grade (College)
0 to 30	College Graduate

Optional Activity

In the information sheet you just read is an explanation of the Flesch formula for determining the reading level of written materials. You may wish to select some sample resources used in your service area and apply the formula to them. If you are an inservice teacher, you may then wish to compare the results to the reading levels of your students. A Data Sheet, a partial Flesch Reading Ease Index Table, and a Flesch Conversion Table are provided here for your use in completing this activity.

DATA SHEET

Application of the Flesch Reading Ease Formula

TITLE _____ READABILITY LEVEL _____

AUTHOR(S) _____ PUBLISHER _____

Samples	Page No.	Words	One-Syllable Words	Sentences	Score	Grade
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

FLESCH READING EASE INDEX TABLE

Number of Sentences per Hundred Words	Number of One-Syllable Words per Hundred Words																						
	84	82	80	78	76	74	72	70	68	66	64	62	60	58	56	54	52	50	48	46	44	42	40
9	94	90	87	84	81	78	74	72	68	65	61	58	56	52	49	45	42	40	36	33	29	27	23
10	93	89	86	83	80	77	73	71	67	64	60	57	55	51	48	44	41	39	35	32	28	26	22
11	92	88	85	82	79	76	72	70	66	63	59	56	54	50	47	43	40	38	34	31	27	25	21
12	91	87	84	81	78	75	71	69	65	62	58	55	53	49	46	42	39	37	33	30	26	24	20
13	90	86	83	80	77	74	70	68	64	61	57	54	52	48	45	41	38	35	32	29	25	23	19
14	89	85	82	79	76	72	69	67	63	60	56	53	50	47	44	40	37	34	31	28	24	22	18
15	88	84	81	78	75	71	68	66	62	59	55	52	49	46	43	39	36	33	30	27	23	21	17
16	87	83	80	77	74	70	67	65	61	58	54	51	48	45	42	38	35	32	29	26	22	20	16
17	86	82	79	76	73	69	66	64	60	57	53	50	47	44	41	37	34	31	28	25	21	19	15
18	85	81	78	75	72	68	65	63	59	56	52	49	46	43	40	36	33	30	27	24	20	18	14
19	83	80	77	74	71	67	64	61	58	55	51	48	45	42	39	35	32	29	26	23	19	17	13
20	82	79	76	73	70	66	63	60	57	54	50	47	44	41	38	34	31	28	25	22	18	16	12
21	81	78	75	72	69	65	62	59	56	53	49	46	43	40	37	33	30	27	24	21	17	15	11
22	80	77	74	71	68	64	61	58	55	52	48	45	42	39	36	32	29	26	23	20	16	14	10
23	79	76	73	70	67	63	60	57	54	51	47	44	41	38	35	31	28	25	22	19	15	13	9
24	78	75	72	69	66	62	59	56	53	50	46	43	40	37	34	30	27	24	21	18	14	12	8
25	77	74	71	68	65	61	58	55	52	49	45	42	39	36	33	29	26	23	20	17	13	11	7
26	76	73	70	67	64	60	57	54	51	48	44	41	38	35	32	28	25	22	19	16	12	10	6
27	75	72	69	66	63	59	56	53	50	47	43	40	37	34	31	27	24	21	18	15	11	9	5
28	74	71	68	65	62	58	55	52	49	46	42	39	36	33	30	26	23	20	17	13	10	8	4
29	73	70	67	64	61	57	54	51	48	45	41	38	35	32	29	25	22	19	16	12	9	7	3
30	72	69	66	63	60	56	53	50	47	44	40	37	34	31	27	24	21	18	15	11	8	6	2
31	71	68	65	62	59	55	52	49	46	43	39	36	33	30	26	23	20	17	14	10	7	5	1
32	70	67	64	61	58	54	51	48	45	42	38	35	32	29	25	22	19	16	13	9	6	4	
33	69	66	63	60	57	53	50	47	44	41	37	34	31	28	24	21	18	15	12	8	5	2	
34	68	65	61	59	56	52	49	46	43	40	36	33	30	27	23	20	17	14	11	7	4	1	
35	67	64	60	58	55	51	48	45	42	38	35	32	29	26	22	19	16	13	10	6	3		
36	66	63	59	57	54	50	47	44	41	37	34	31	28	25	21	18	15	12	9	5	2		
37	65	62	58	56	53	49	46	43	40	36	33	30	27	24	20	17	14	11	8	4	1		
38	64	61	57	55	52	48	45	42	39	35	32	29	26	23	19	16	13	10	7	3			

FLESCH CONVERSION TABLE

Reading Ease Score	Estimated Reading Grade
90 to 100	5th Grade
80 to 90	6th Grade
70 to 80	7th Grade
60 to 70	8th to 9th Grade
50 to 60	10th to 12th Grade
30 to 50	13th to 16th Grade (College)
0 to 30	College Graduate

Optional Activity

To get a realistic idea of the types of instructional materials that are available for your service area, you may wish to write to, or visit in person, one or more of the following: publisher, library, state department, school district or university-based resource center, resource person, inservice teacher, etc. Through these sources, you can obtain catalogues of materials or view in person the variety of materials available.

Activity

The following items check your comprehension of the material in the Smith and Nagel reading, and the information sheet, Selecting and Obtaining Instructional Materials, pp. 6–13. Each of the 12 items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Some persons feel that using "media" just involves learning to operate a few machines. How is it, then, that the "media specialists" hired by some school systems had to spend so much time training for the position?

2. Explain the statement, "**Variety** is the essence of media and materials."

3. What effect can the use of a variety of media and materials have on classroom discipline?

4. Give an example of an **abstract concept** and explain how it could be made more concrete by media and materials.

5. Describe the advantages and disadvantages of the following media:

   a. the opaque projector

   b. flannel boards and flip charts

6. The statement, "Media and materials are labor-saving devices," can be argued both ways. Give examples of how media and materials can both decrease and increase a teacher's work load.

7. If media and materials can really increase learning and can really be motivational, why shouldn't a teacher do the following:

   a. teach solely with media?

   b. pick media solely on its ability to motivate?

8. What practical constraints (other than the technical quality of the media itself) govern a teacher's selection of media? If a teacher doesn't consider those constraints, what problems can arise?

9. Rudolf Flesch developed a measurement device which can help a teacher to select appropriate materials. What is the device, and why is it important?

10. Describe several different reasons why a teacher should always preview media and materials.

11. In purchasing consumables, what general rule of thumb helps a teacher to know how much to buy? Why is this important?

12. Prove or disprove the following statement: "A teacher who carefully plans and successfully executes a superior lesson, supported by carefully chosen media and materials, can continue to use the exact same plan in its entirety throughout his/her teaching career."

NOTES

Feedback

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Knowing how to run a projector is only a very small part of the total competency needed. Using instructional media really means having the skill to select and obtain various kinds of student instructional materials which will meet the needs of different students, will enliven and reinforce the lesson topic, and are of good quality.

2. Instructional media and materials allow and encourage two types of variety. First, a single student can be exposed to a subject through various senses: listening, viewing, touching, etc. In lecture or discussion, the student only **hears** about how to detect an engine malfunction.

   Media allows a student to see that engine malfunctioning and to hear the sounds which indicate that malfunction. Models or real objects can allow students to explore the differences between the functional and dysfunctional engine. Perhaps, they can even smell the smell which indicates that the engine is malfunctioning. This can be motivating, and each new experience can serve to reinforce the learning in the prior experience. Furthermore, things which involve total sensory experiences are things you'll likely never forget.

   Second, using a variety of media means that many students with varying needs, interests, and abilities can be provided with different materials on the same subject which are appropriate to their individual needs, interests, and abilities.

3. A student who is bored or who has nothing to do is a potential discipline problem. A lesson supported by interesting media and materials can lessen the chances of a student becoming bored. If students are asked to use what they have learned via a single activity, slower students may have trouble understanding and give up. More capable students may finish quickly and be left with nothing to do. An activity supported by a variety of media and materials allows the slower students the extra explanation they need, and the more capable students the advanced information they need to stay motivated.

4. Assume your students are involved in a lesson on "Getting a Job." You tell them that in approaching an employer, they should be "poised." What does "poised" look like? A film, or a book with case study examples can reduce the concept of "poised" to concrete behaviors that students can relate to.

5. a. The opaque projector is beneficial in that it can project the page of a book. Thus, the teacher need not spend a great deal of time reproducing material for presentation. However, as Smith and Nagel point out, the opaque projector is big, bulky, and noisy. Furthermore, it must be used in a totally darkened room, and the average classroom cannot be totally darkened.

   b. Flannel boards and flip charts are easy to use and are inexpensive, but do involve preparation time. However, it's worth it if you need to be able to manipulate the items you are displaying, if you want the display to be available for students to view over an extended period of time, or if you want the display to be reusable over the years.

6. The statement is "true" in the sense that, **in the long run**, using the kind of media and materials which really result in students' mastering each concept is less laborious than reviewing and reteaching that concept periodically. Or, "true" in the sense that it's less work than trying to achieve 100% student understanding by lecture or discussion alone. In those cases, "true" would be a proper response.

   However, selecting, obtaining and preparing instructional media and materials does involve increased preparation time. Media and materials are not intended to be labor-saving devices in the sense that you can present a class-length film to illustrate a concept and,

thus, have nothing to do. On the contrary, you need to spend time selecting a film appropriate to class needs. You need to preview that film. You need to generate questions about the film in order to direct a follow-up class discussion. These materials help you teach; they don't teach for you.

7. a. Media and materials should be used **in addition** or as **alternatives** to a textbook or other primary tool. Media and materials are not designed so that you use **just** media instead of **just** a textbook. They allow you more options to choose from, and work very well in combination.

   b. Although media and materials should motivate, that's not all they should do. A fun film with nothing whatsoever to do with the objective is a distraction, not a help. It could even allow students to get the impression that you're saying, "Here's a film that you'll like—then we'll have to get down to the boring task at hand." What should happen with media and materials is that the task at hand should become clearer and more interesting.

8. Media and materials only do what you intend them to do if they are used properly. Thus, you need to check such constraints as available time, space, equipment, and funds in advance. For instance, assume you reserve a popular film months in advance, and you can have it for only one day. What happens if it arrives and there are no funds to pay for it? What happens if the film takes 55 minutes and your class is 40 minutes long? What happens if the projector isn't available that day? By checking ahead of time, you can select the best material to meet the conditions, or arrange to create conditions which allow the use of a particular piece of media or material.

9. Rudolf Flesch developed a method for measuring the reading level of written materials. The device is important because the reading level at which materials are written varies. Materials at too low a reading level can bore or insult students. Materials at too high a reading level can confuse or frustrate students. By checking the reading level of materials in advance, you can be sure of providing them with materials they can handle.

10. By previewing media and materials in advance, you can determine if the content is accurate; if the content is consistent with other information being presented in the lesson and supports the lesson objective; if it meets the needs, interests and abilities of your students; and if it has the potential to motivate them.

    With written materials, you need to preview the reading level. A written pamphlet which seems to be relevant may be written at too high a reading level, or only 5 of its 25 pages may be relevant. With audiovisuals, you need to check technical quality. A film which a colleague has sworn is excellent may be so well used that the sound is garbled.

    Above all, you should be familiar with the materials you use so you can lead follow-up discussions and be prepared for questions which may arise. By previewing media and materials, you can determine if the information in the materials is reliable, and if it meets the needs, interests, and abilities of students.

11. Students using consumables are supposedly learning by doing. If they have only one chance and have to stop if they ruin the material making a mistake, then they've only learned to do it **wrong.** They need enough chances to ultimately succeed.

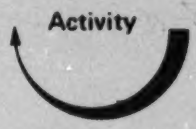
12. This ideal plan is effective only insofar as it meets specific objectives in terms of the needs, interests, and abilities of a particular group of students. With a different group of students, the plan will probably have to be modified to meet their particular characteristics. In addition, the content of the materials in that plan may be out of date or inferior to more recently developed materials at the next time the plan is used.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the Smith and Nagel reading, the information sheet, Selecting and Obtaining Instructional Materials, pp. 6–13, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case study describing one teacher's procedures for selecting and obtaining student instructional materials for a lesson, critique the performance of that teacher.



You will be reading the Case Study, p. 22.

You will be critiquing the performance of the teacher described in the Case Study, using the Critique Form, pp. 23–25, to guide you.

You will be evaluating your competency in critiquing the teacher's performance in selecting and obtaining instructional materials by comparing your completed critique with the Model Critique, pp. 27–28.

Activity

The following Case Study describes how a vocational teacher named Mr. Ericksen went about selecting student instructional materials for a lesson on job interviews. With the criteria for selecting and obtaining instructional materials in mind, read the situation described.

CASE STUDY

Mr. Eriksen plans to teach a unit on job interviews. The objective of the first lesson in this unit is: "Based on reading, hearing, or viewing materials supplied by the teacher, students will work in small groups to develop lists of *Interview Do's and Don'ts*."

The class meets once a week for three hours; Mr. Eriksen plans to use one period for this lesson. The class with which he is working consists of twenty sophomores, eight of whom presently have part-time jobs. The class is fairly mixed in ability: ten read at the tenth-grade level; one reads at the fifth-grade level; three read at the eighth- or ninth-grade level; two read at the eleventh-grade level; two read at the twelfth-grade level; and two read above the twelfth-grade level.

Mr. Eriksen's school is fairly progressive and modern. There is an Instructional Media Center with a great deal of equipment kept in good operating condition: one videotape unit, six movie projectors, two slide projectors, three reel-to-reel tape recorders, ten cassette tape recorders, five stereo record players, four film projectors, ten individual slide viewers, ten single-concept film loop viewers, and three overhead projectors.

Adequate facilities for using this equipment, such as a listening laboratory, are available. The school also has a mimeograph machine, a ditto machine, a xerographic copier, and an infrared copier. In addition, Mr. Eriksen's departmental budget has enough money for rental charges (to cover obtaining films, etc.) and small purchases.

Mr. Eriksen looked for student instructional materials in three places. He looked through the handouts and texts that he had used in his college courses and he found a ten-year old, twenty-page handout on job interviews written by a professor for a graduate course for work-study coordinators. He looked in a film catalogue he had in his office, but he didn't find anything. He looked last in the university library and he found one text and three educational journals with some relevant information on job interviews. He used the xerographic copier to reproduce twenty copies of each of the resources he had found—a total of 96 pages—and considered himself to be ready to do the lesson.

Activity

Below is a Critique Form with questions to guide you in preparing a written critique of Mr. Eriksen's competency in selecting and obtaining the student instructional materials for his lesson on job interviews. Read each question and indicate, by circling the YES or NO, whether Mr. Eriksen accomplished each item. Briefly explain your responses: what did he do correctly; what did he do incorrectly; what should he have done instead?

CRITIQUE FORM

1. Did the content of the instructional materials match the objectives of Mr. Eriksen's lesson plan? YES NO

   Explanation :

2. Did the material fit with the instructional method he planned to use for the lesson? YES NO

   Explanation :

3. Were the instructional materials he chose up to date? YES NO

   Explanation :

4. Did Mr. Eriksen consider the needs and interests of his students in selecting the material? YES NO

Explanation :

5. Was the material geared to the grade level and abilities of all of his students? YES NO

Explanation :

6. Will the instructional materials motivate his students to any great extent? YES NO

Explanation :

7. Will this material fit into his time constraints well? YES NO

Explanation :

8. Did Mr. Eriksen make good use of the funds, facilities, and equipment available to him? YES NO

Explanation :

9. Did Mr. Eriksen conduct a thorough search of available sources? YES NO

Explanation :

10. Were the materials he selected the ones he should have selected for that lesson in that school with those students? YES NO

Explanation :

NOTES

Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUE

1. YES. Considering **only** content, Mr. Eriksen was selecting appropriate materials. All the materials, in fact, discussed interviewing for jobs.
2. YES. According to his objective, he planned to have students absorb information individually and then discuss it in groups, so the xerographed written material would be appropriate to that method.
3. NO. The handout was ten years old, and dates didn't seem to be a factor in the library materials he chose. He should have made a point of selecting materials based on timeliness rather than on whatever haphazard method he was using. Before deciding to use a ten-year old explanation, he should have checked carefully to make sure that things had not changed in the real world since he had attended college.
4. NO. This is probably one of his biggest errors. At no time did his students' needs and interests seem to be a factor in his selection process. He should have involved the students to determine what prior experience they had had in interviewing for jobs. Eight students have part-time jobs, so their needs in the lesson may be quite different from those of the students who have never been employed. He should have looked for a variety of materials to meet these differing needs.
5. NO. Ninety-six pages of graduate level college material, textbooks, and educational journals is definitely not appropriate for the student who reads at the fifth-grade level, and it is questionable whether many of the other students could handle it. He should have selected a variety of materials according to the different reading levels, or some materials that didn't rely so heavily on the written word.
6. NO. Probably not. Reading about how to handle a job interview is not, in and of itself, exhilarating. Reading about it on page after page of reproduced material will not help. Again, a variety of materials geared more to tenth graders should have been selected.
7. NO. Most of Mr. Eriksen's students will need the entire period simply to complete the readings, leaving no time for discussion. He should have decided how much discussion time he wanted and then selected materials which could be easily handled by all students in the time allotted for independent work.
8. NO. He made poor use of the available facilities and equipment. It is not evil not to use them, but he should have made more effort to locate audiovisual materials since he had all the necessary equipment at his disposal. Reproducing copies of as many pages as he did for that many students was a very poor use of available funds.
9. NO. He used only the most obvious, most easily accessible sources. He should have checked with colleagues and supervisors. He should have checked for references in his own school library; even if he didn't use these in class, they could be suggested to students wishing to pursue the subject further. He should have checked more audiovisual sources. In addition, this would have been an excellent topic on which to tap business, industry, or public service organizations for materials. An employment agency would undoubtedly have pamphlets on this topic.
10. NO. He did a really poor job of it, all things considered. He should have considered his students, the available time, funds, facilities, and equipment, and chosen materials accordingly. He should have checked more sources. He should also have gotten briefer, more readable materials, and some audiovisual aids.

LEVEL OF PERFORMANCE: Your completed Critique Form should have covered the same **major** points as the Model Critique. If you missed some points or have questions about any additional points you made, review the Smith and Nagel reading, the information sheet, Selecting and Obtaining Instructional Materials, pp. 6–13, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While working in an **actual school situation,*** select student instructional materials.

For a single lesson you are planning to teach, select and obtain student instructional materials to support that lesson. This will include—

- taking into consideration all factors governing the selection of such materials
- searching all available sources, both people and places, for potential materials
- evaluating potential materials
- selecting appropriate materials
- listing your selections in the appropriate section of your lesson plan
- obtaining the selected materials

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

After you have completed your documentation, finalized your lesson plan, and obtained your materials, arrange to have your resource person review these items.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in selecting student instructional materials.

* For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Select Student Instructional Materials (B–5)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
1. The teacher checked to see what equipment, facilities, and funds were available to him/her	☐	☐	☐	☐	☐	☐
2. The teacher checked several relevant sources for materials	☐	☐	☐	☐	☐	☐
3. The teacher allowed enough lead time to obtain all necessary materials	☐	☐	☐	☐	☐	☐
4. The teacher showed evidence of having previewed all materials to be used	☐	☐	☐	☐	☐	☐
5. If appropriate, a variety of materials were obtained	☐	☐	☐	☐	☐	☐
6. The content of the instructional materials matches the lesson objective(s)	☐	☐	☐	☐	☐	☐
7. The materials fit the instructional method(s) to be used in the lesson	☐	☐	☐	☐	☐	☐
8. The content of the materials is up to date	☐	☐	☐	☐	☐	☐
9. The content is logically sequenced	☐	☐	☐	☐	☐	☐
10. The materials are appropriate for the grade level of the students involved	☐	☐	☐	☐	☐	☐
11. The students in his/her class should be able to handle the vocabulary or reading level used in the materials	☐	☐	☐	☐	☐	☐
12. The materials have potential to motivate the students	☐	☐	☐	☐	☐	☐
13. The materials are geared to the abilities of the students	☐	☐	☐	☐	☐	☐
14. The materials are geared to the needs and interests of the students	☐	☐	☐	☐	☐	☐
15. The materials are well produced technically	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
16. The materials could be effectively used within the time constraints of the lesson	☐	☐	☐	☐	☐	☐
17. Any equipment or tools to be used are in good operating condition	☐	☐	☐	☐	☐	☐
18. Any equipment or tools to be used are the same type that students will be using in the real world	☐	☐	☐	☐	☐	☐
19. If consumables are to be used, the teacher ordered enough to allow for wastage and restarts	☐	☐	☐	☐	☐	☐
20. Enough materials were obtained to allow for the desired amount of student participation	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak areas.

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Education

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • Athens, Georgia 30602 • (404) 542–2586